

S C H O O L O F N U R S I N G

ANNUAL
REPORT
ACADEMIC YEAR
88-89



C O L U M B I A U N I V E R S I T Y

Dear Friends,

This year marked the completion of the restructuring of the School, and the beginning of new ventures to establish an even stronger School for its second century. As many of you know, the University conducted a two year long review of the School to determine its viability, and, if it were to survive, what design it should take for the future. At a time when Columbia University has been reviewing its strengths and weaknesses, studying the ways in which its scarce and precious resources should be invested, and the paths it should create and follow to further its intellectual and social leadership position, it was only natural that the University would take a good hard look at the School of Nursing. The School accepted the University's challenge to secure a leadership position in the profession, charting the future for nursing in practice, research, and education, and attracting the very best

students and faculty in the country. I bring you the good news that we are well on our way toward meeting those goals, and the sober assessment that we have a long way yet to go.

As you will see by the report that follows, the School is thriving. The students have never been better, and the faculty have developed new models for practice, clinical teaching and the curriculum

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which have already won national recognition and are being adopted by other top schools. We have received research and demonstration project funding from prestigious and highly competitive sources. And we have done this in an ultra-urban area, with high rents, grit and troubled streets, and an intensity of patient care needs unparalleled in our nation's history.

Nurses have never been more needed. The profession must accept the responsibility of shaping and articulating the attractiveness of nursing to those who have many more career choices than did their counterparts only a few years ago. Our faculty have taken on this responsibility because they believe in the profession, and more importantly, because they enjoy their own careers. It shows in all they do. Columbia is benefiting richly from their contributions, and we in the School benefit richly from being part of Columbia. It has been a good partnership for many decades, and when we begin our second century in 1992, we will have found new and better ways to solidify and enrich that partnership, and to bring even more good people into our profession.

Mary O. Munding

Mary O. Munding, Dr.P.H.

Dean





The 1988-1989 year began with a celebratory air: the faculty completed a two-and-one-half year period of academic restructuring and renewal; the national accrediting body for the profession, the National League for Nursing, in a unanimous vote expressed its highest acknowledgment for the way the School is now configured by conferring maximum accreditation; and after a long and thoughtful review, the University gave formal approval for the School and its new directions. In July 1988, Columbia University President Michael Sovern and Vice President for Health Sciences Henrik H. Bendixen, M.D., announced that Dr. Mary Mundinger, who had held the position of Acting Dean since 1986, would formally accept the position of Dean of the School. All of these actions heralded a secure future for the School, and gave rise to the festive beginning of the new school year.

Enrollments during 1988-89 were far higher than anticipated and the students, superior. Despite the highest term bill of any school of nursing in the country and in contrast with many schools, admissions at Columbia have remained competitive and selective. Standardized test scores were higher than those of students applying to some of the country's most exclusive colleges and

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universities. Applicants to the baccalaureate programs offered a broad spectrum of background experience. Their average age was 33 years, and they came from such diverse fields as securities analysis, law enforcement, professional sports, clothing design, computer programming and the visual and performing arts. Many of the new students had been exposed to health care as volunteers, social workers and in service agencies

such as the Peace Corps. Recruitment efforts were redesigned to target the new populations of applicants showing an interest in nursing and, specifically, in our School. Advertising highlighting some of our male students ran in the "Sports Monday" section of the New York Times. The response was quick and strong: 20% of our incoming class for 1989-90 is male, in contrast with a 3% rate in nursing nationally. We ran similar ads, using women students, in the Wall Street Journal and received another strong response.

Columbia's unique characteristic and the source of increasing professional recognition nationally is its three-pronged model for clinical and classroom teaching. The Columbia model integrates faculty practice, clinical precepting, and new pathways for R.N.s and non-nurse college graduates to advance in nursing. The synergy produced by this combination has created an exceptionally strong program of nursing education.

The faculty practice element of the model requires every faculty member to participate in research or clinical practice as part of his or her appointment. As the new Columbia Model has become clearer

and more widely known, we have begun to attract faculty seeking the kind of three dimensional contribution this model requires. Many new faculty who value their clinical practice have not before been able to find an academic appointment that included a practice component where they were actually assisted in developing joint responsibilities and guaranteed the time to initiate their own research.

The clinical precepting component of the Columbia Model uses practicing nurses as clinical instructors for students: each student has his or her own preceptor for the entire semester. Students not only learn the objectives of that course, but observe and experience the full scope of professional practice from the first day in nursing school. This is a particularly important mechanism for socializing students to the profession. Columbia includes more hours of clinical training in its curriculum than any other school of nursing in the country, and we have found that students actually choose our school because of that emphasis.

The new clinical pathway for college graduates is another important and innovative element of the Columbia Model. Unlike other entry level post-baccalaureate nursing programs, this program will provide education culminating in the master of science degree with a clinical specialty. A similar program for R.N.s without the B.S. has been in place for three years. The 1989-90 year will be a

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bridge year, with the traditional B.S. programs finishing, and the new, all-M.S. curriculum beginning. Thereafter, only graduate level education, both for the nurse and the non-nurse, will be offered. This will solidify the School's position with its peers on other academic medical centers.

The curriculum in the clinical specialty majors is in the process of being refined and updated. Federal training grants

have been awarded for three clinical majors: Midwifery, Family Nurse Practitioner, and Rehabilitation. The graduate major in Psychiatric Nursing has achieved broad recognition for its creative and substantive curricular revisions, and has been attracting students from throughout the nation.

Researchers in the School are establishing programs of inquiry in two distinct areas: health policy and family care. A major grant from the Kellogg Foundation is enabling a School research team to track health status and access to health services in Washington Heights/Inwood, as initiatives in community-based care are established by Columbia-Presbyterian Medical Center. Privately funded research in family care includes a policy study of family care of the frail elderly, and a study of non-compliance of adult diabetics, funded by Pfizer Pharmaceuticals.

A number of interdisciplinary activities have been initiated which reflect the School's explicit mission to become a full partner on this Medical Center. The prime example is the Kellogg study, which includes all four health professions schools and The Presbyterian Hospital.

Faculty have also begun to work with other Medical Center investigators on research projects including prevention of prematurity, tracking newborn pathogens, international health issues, AIDS and advancing the health of school children in our community.

One of the very exciting and rewarding initiatives is the School's renewed strong connection with The Presbyterian Hospital. Our class entering in the fall of 1989 will be our Centennial Class, graduating with a clinical specialist master of science degree in 1992. The Presbyterian Hospital will subsidize the full tuition for eight of these students. In return, the students will receive all their clinical experience at the hospital and will be employed there after graduation. By eliminating the students' semester-by-semester orientation periods in new clinical settings, this program should allow for more learning time and greater mastery of nursing, in addition to strengthening old ties with our historical clinical partner.

Memorial Sloan-Kettering Cancer Center has also adopted this model with a select group of our students, and the Memorial Sloan-Kettering Cancer Center Centennial Scholars will be equally well socialized to the profession through this

premier medical center experience. We expect to expand this model in the years ahead.

This year the School established the Office of Development and Alumni Affairs. Robin Roy joined the administrative staff in May as director, and has been active with alumni and the corporate world to begin the School's

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most ambitious fund raising campaign ever, celebrating its centennial in 1992.

Although filled with news of success and advancement, this report must also reflect some weaknesses in the School's efforts to be recognized nationally in the top echelon of nursing. The most critically needed components are a senior faculty and a doctoral program. Faculty are clearly the strongest magnet for the best students, and the faculty we have are

excellent. But many are still at junior levels in their careers. We do not yet have the permanent senior faculty to add a firm tier in the academic foundation of the School and to be mentors and academic role models for the promising junior faculty.

The establishment of a doctoral program will provide us with access to new and valued resources and opportunities.

Students who have a clinical research career in their plans will be more likely to matriculate here for the MS degree and the doctorate, bringing a quality of student and a perspective to master's level study that will enrich our program. Access to doctoral student research assistance will attract senior research faculty. Federal research and development programs will also make our School more attractive to nurse researchers.

Attracting and retaining a senior faculty and the establishment of a doctoral program are our primary objectives for the next few years. As these goals come closer to reality, and as our Centennial Campaign gains momentum, we look forward to sharing the news of our progress and success.

Students at the Columbia University School of Nursing receive more clinical education as part of their curriculum than at any other nursing school in the nation. The unique Columbia Precepting Program, now in its fifth year, is designed to provide a comprehensive, realistic and enriching experience for undergraduate students in the introductory and advanced clinical courses. Preceptors from metropolitan area hospitals and health care agencies plan, guide and evaluate the learning experiences of students on a one-to-one basis. While meeting course objectives, this relationship also encourages professional socialization of the student, enhances the professional role of the preceptor and helps the recruitment efforts at the clinical site. (This year over half the students accepted post-graduation positions at their precepting site.) A member of the Columbia faculty acts as liaison between the School of Nursing and the agency, as well as between students and preceptors.

Students enrolled in the Nursing Leadership course, which occurs in the final semester of study, may select from a variety of areas for this advanced clinical experience, including medical

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and surgical units, intensive care units, ambulatory clinics, and labor and delivery units. With the guidance and supervision of the preceptor, and the collaboration of the faculty liaison, the student designs, implements and evaluates nursing care for a caseload of patients. The program also provides the opportunity for the student to participate in the managerial role of the nurse in conjunction with the preceptor.

In addition, the student researches a topic and prepares a final paper that reflects a need or issue in the agency, the clinical unit, or in nursing in general.

On May 10th, 1989, Leadership students presented their projects to preceptors and other members of the faculty in the Riverview Lounge of the Hammer Health Sciences Center. The following is a selection of the innovative and creative topics addressed by students in their clinical experiences.

Mia Dyson's work in the Neonatal Intensive Care Unit of St. Luke's Hospital involved research on infant stimulation, examining several events that might occur in such a unit. Mia first observed to what degree the events she had selected—which included reaching through the isolette "port holes," turning the baby on its back, and dropping patient charts on top of the isolettes—actually did occur, then developed a plan for studying their potential effect on infant development.

At the St. Luke's Hospital Post-partum Unit, Valerie Pasqua-Masback observed that mothers needed support and information in order to be successful and comfortable with breastfeeding. After studying their needs and the nature of the learning environment in the Unit, Valerie developed and implemented an education program for breastfeeding mothers.

Working in the Developmental Disabilities Clinic at Roosevelt Hospital, Merrill Gruver became interested in family dynamics of patients in the clinic—especially the behavior of patients' siblings. As her project, Merrill developed a proposal for a sibling support group.

Elizabeth Gorowski's clinical experience was in the

Oncology Clinic at St. Luke's Hospital where she developed and presented a weekly education series for patients receiving outpatient chemotherapy.

Ellen Wallace's special interest in psych/mental health nursing took her to the Psychiatric Institute at Columbia-Presbyterian Medical Center. Her interest in anxiety disorders was highlighted in the delivery of a staff inservice

presentation on the differences between increased anxiety and akathesia.

The Endoscopy Unit at Lenox Hill Hospital was the site of Rosemary Maniscalco's clinical project. She developed a program for patients undergoing outpatient procedures which included pre- and post-procedure follow-up to ensure patient awareness, comfort and



compliance with necessary protocols. She observed that heightening the patient's understanding of the procedure and his feeling that the unit staff was taking a personal interest in him, increased the patient's compliance, improved the efficiency of the unit and performed a valuable public relations function for the hospital.

PRECEPTING SITES 1988-1989

The School of Nursing's partnership with clinical sites throughout the metropolitan area has never been as active or as important.

The School is grateful to the preceptors who have acted as valued teachers and role models in the preparation of tomorrow's nursing professionals. The precepting program is being expanded for use in all our clinical sites, which include:

- Lenox Hill Hospital
- Mt. Sinai Hospital
- The Presbyterian Hospital
- Psychiatric Institute
- St. Luke's/Roosevelt Hospital

Graduate level clinical experiences were provided in over one hundred agencies and hospitals throughout the metropolitan area.

The faculty practice plan, now in its third year, continues to be a beacon in nursing education.

Established in 1986, it allows—indeed, it requires—members of the faculty to spend twenty to fifty percent of their time actively engaged in clinical practice or research.

Topics of faculty research and practice cover the broad spectrum of patient care, health and scientific inquiry, in acute care and community settings as well as in the laboratory.

During the 1988-1989 academic year the faculty were active in preparing research papers for the professional literature. Here is a selected list of their publications during the year.

CAROL BIRDSALL

Green, J., McClure, M., Wintfield, N., and Birdsall, C. 1988. Severity of Illness and Nursing Intensity: Going Beyond DRGs. In *Patients and Purse Strings II*, New York: National League for Nursing Press.

Birdsall, C. and Naliboff, A. 1988. How Do You Manage Chemotherapy Extravasation? *American Journal of Nursing* 88:228.

Birdsall, C. 1988. Closed-Tracheal Suction System. *Critical Care Medicine* 3:300.

Birdsall, C. and Uretsky, S. 1988. How is Aerolized Pentamidine Used? *American Journal of Nursing* 88:1126-7.

SARAH S. COOK

Cook, S. S. 1989. Effects of Chronic Illness on Family Functioning Loss, Grief & Care: *Journal of Professional Practice*, 2:45-52.

DIANE DETTMORE

Belcher, A., Dettmore, D., Holzemer, S. 1989. Spirituality and Sense of Well-being in Persons with AIDS. *Holistic Nursing* August.

T. FULMER

Fulmer, T., and Quinlan, E. 1989. The Elderly Person and the Importance of Nursing Assessment. In *Nursing Care in an Aging Society*, eds. D. Carr and C. Carr, New York, Springer Publishing Company.

RICHARD M. GARFIELD

Garfield, R. M. 1988. The Evolution of Nursing in Nicaragua. *Nursing Outlook* 36:25-29.

Garfield, R. M. 1988. Comparison of Dental Health Systems in Cuba and Nicaragua. *Journal of Public Health Dentistry* 48:94-97.

Garfield, R. M. 1989. War-Related Changes in Health and Health Services in Nicaragua. *Social Science Medicine* 28:669-676.

Garfield, R. M., Prado, E., Gates, J., Vermund, S. H. 1989. Malaria in Nicaragua: Community-Based Control Efforts and the Impact of War. *International Journal of Epidemiology* 18:434-439.

CHERYL MALAHAN HOLLY

Holly, C. M. 1989. Access and Acceptance in Clinical Nursing Research. *Journal of the New York State Nurses Association* 20:3, 4-7.

E. ANNE HUBBARD

Hubbard, E. A., Belcher, A. E., Moskowitz, R., Ashwanden, P., Reise, N. E., eds. 1989. *Oncology Nursing: Towards the 21st Century*. Rockville, MD: Aspen Publishing Co.

RONNIE LICHTMAN

Lichtman, R., and Papera, S., eds. 1989. *Well-Woman Gynecology for Women's Health Care Providers*, E. Norwalk, CT: Appleton & Lange.

PATRICIA LUND

Lund, P. 1989. The Context: A Changing Environment. In *Nursing Leadership and Management*, ed. R. Tappen. 2d ed. Philadelphia: F.A. Davis.

MARY O. MUNDINGER

Mundinger, M. O. 1988. Home Care and the Demand for Nursing Service. In *Department of Health & Human Services, Secretary's Commission on Nursing, Support Studies and Background Information*, Vol. II, December.

KATHLEEN POWDERLY

Powderly, K. 1988. Review of *The Changing Image of the Nurse for Medical Humanities Review* Vol. 2, no. 2: 63-64.

Powderly, K. and Smith, E. 1989. The Impact of DRGs on Health Care Workers and their Clients. *Hastings Center Report*. Vol. 19, no. 1:16-18.

E. QUINLAN

Quinlan, E. 1989. The Sick Elderly in the Community. In *Monograph of Proceedings on the Elderly* published pamphlet of a panel discussion, J. Barondess and D. Rogers, eds. Washington, D.C.: National Academy Press.

Faculty research and educational programs were richly rewarded by private and governmental funding in 1988-1989. These grants will provide the financial footing for programs that will help evaluate community health care resources while providing access to needed services, and will allow the School to expand its capacity for new programs and new student populations.

In the fall of 1989, we received a \$20,000 grant from the Pfizer Foundation to fund a doctorally prepared faculty member in performing research on a topic of mutual interest to the faculty member and to Pfizer. Dr. Helen Mellett submitted the proposal and was the recipient of this grant in which she is investigating the compliance rates and behaviors of community-based elderly diabetics with their treatment protocols.

The School received a three-year, \$189,000 grant from the Diamond Foundation to evaluate the effectiveness of the recently introduced faculty practice program and its student precepting program. The grant, being administered through the Office of Student Affairs under the direction of Dr. Cheryl Holly, also provides for evaluation of various elements of the curriculum reconfiguration.

The Rudin Foundation has been a loyal supporter of the School for several years with grants to support oncology nursing scholarships as well as faculty research. The Foundation recently funded a new program for the School which will allow the development of an Office of Multicultural Affairs. Assistant Professor Pat Shonubi has been recruited to direct this initiative.

The Fuld Institute for Technology in Nursing Education has awarded the School with \$15,000 in funding for the acquisition of interactive software for the integration of this new teaching technology into the curriculum. Interactive software has become a valuable element of skills training. It can simulate an actual patient condition, allowing the student to choose a course of treatment, witness the results of that choice, and understand where appropriate or inappropriate decisions were made.

In May, the School received a major competitive award for three-year funding of \$933,000 from the Kellogg

Foundation. This provides support for significant research on access to health care services in the Columbia-Presbyterian Medical Center community. Through interviews with residents of the community, project researchers will evaluate current health services utilization and seek solutions to problems that are identified through the study. In addition, community-based curricula in the health professions schools will be advanced. At the end of the three-year research term, a national conference will be held to explore the findings. Dr. Mary Mundinger and Dr. Richard Garfield are the primary investigators, and Dr. Garfield will be the project director responsible for the team of researchers and support staff.

In 1988-89, the federal government provided \$447,294 in funding for program development in FNP (family nurse practitioner), oncology nursing, rehabilitation nursing and nurse midwifery. In addition, the School received \$141,000 for financial aid and for graduate specialties. Federal grants for nursing have been limited for some years to graduate education, and in the next fiscal year the absolute dollars available have decreased substantially.

The School of Nursing's 95th Commencement Exercises brought the 1988-1989 academic year to a festive conclusion. The day began in Bard Hall, where students, parents, faculty and members of the administration gathered for brunch. The graduation ceremony, presided over by Dean Mary O.

Mundinger, took place at 3 p.m. in the College of Physicians and Surgeons Alumni Auditorium. Dr. Henrik H. Bendixen, Dean of the College of Physicians and Surgeons and Vice President for Health Sciences, greeted and congratulated the graduates and their families. Dr. Bettie Jackson, '67, Assistant Director of Nursing at the Moses Division of the Montefiore Medical Center, Bronx, NY, delivered the keynote address, "Clinical Scholarship."

Victoria Smith, of the baccalaureate class and Allan C. Thomas of the master's class, also addressed their classmates and their families. Thirty-nine baccalaureate students and sixty-three master's students received degrees, and annual awards for excellence in academic, clinical and leadership capacities were presented by Associate Dean Sarah Sheets Cook. Associate Dean Cheryl Holly presented the members of the classes for their degrees:

BACHELOR OF SCIENCE

Stephanie Bitjeman
Joan M. Concannon
Mary Elizabeth Cranley
Juliette Marie Cumberbatch
Carol A. Dean
Tina Mattei Dedman
Donna Dinkins-Hoggard
Mia Dyson
Sheila Ann Flock*
Jane Gertrude Friedman
Yla Gallegos
Barbara George
Hilary Gillespie
Elizabeth Gorowski
Merrill K. Gruver
Susan Hodgson
Lauren R. Jaburg
Lola M. Johnson

MASTER OF SCIENCE

Ayanna Ade**
Catherine J. Andriola**
Elissa T. Avrin
Kathleen Marie Barnes
Josefina G. Barredo
Kathleen G. Bernard
Bonnie L. Bernstein**
Pearl Bienstock
Lauren O. Blum
Jocelyn S. Boado
Danielle Bonam-Crawford**
Barbara A. Bowman
Phyllis S. Brown**
Charlotte Brundage
Azerlea Bryant
Jacqueline T. Burke

Geraldine Gaffney-Jove
Marlene Glashen
Bonnie Ann Glica
Donna Jeanne Goldstein
Kim Gottlieb
Sally Grace**
Sharon K. Hernley*
Deborah Hertz
Johanna M. Hynes-Maleki*
Lisa Ianacci
Hope Robinson Jackson
Marciona E. Jose
Patricia Ann Kormanik
Ginette Lange
Nohra M. Leff
Anita K. Lesko
Linda C. Lewin
Christine A. Liebertz
Lisa A. Lorelli
Michele Luzzi
Ruth Mankoff*
Phyllis M. Molino
Lynn D. Morrison
Sandra Ohana
Mary Elizabeth O'Neil
Maryann O'Shea
Malsuk Park*
Maria Henna Perucho
Helen L. Phillips
Lisa Rodgers Pillon*
Cathleen Reilly
Margaret A. Reilly-Stibritz
Lorraine Rogers
Patricia M. Russ
Denise A. Scherer
Sharon Steffy Segal
Roseanne Seminara**
Theresa E. Sinpoli
Shawn Sklar
Minda Lubin Snitkoff*
Amy Neigeborn Stamp
Jean Stewart
Linda T. Swabsin**
Leila M. Taqeban*
Allan Christopher Thomas**
Glenda Ransom-Thomas
Jean Loree Underwood
Anne Vasilas
Patricia Ward
Phyllis Whitman
Nora Zmuidins**

*Degree conferred in January 1989.

**Degree to be conferred in October 1989.



Catherine M. Kassel
Kathleen M. Keane
Kristine M. Ledyard
Carol Madden
Rosemary A. Maniscalco
Kathleen E. McCooe
Mary L. McCullough
Marlene McHugh
Susan Carnahan Miller
Gabrielle Nicolas
Aruna Phillips
Alice Rainford-Miller
Suzanne C. Riva
Cynthia Shim
Victoria Smith
Kathryn P. Tarpey
Barbara Tersey
Rosemarie Trentacosta
Ellen B. Wallace
Meredith A. Weir
Jennifer Wilde
Rebecca D. Wilson

Maureen Cardona Caban
Blanche M. Carney
Lillian Casiano*
Lynn Chapman-Stern*
Martha Aldridge Clay
Martha Suzanne Cooley*
Noreen R. Coyne
Marie Collins Donahue
Margaret Donegan**
Joan Marie E. Doyle
Shelly Dubin
Joann Grace Fatutta
Maureen P. Finnegan-O'Connor
Katherine J. Forte
Michelle A. Foster*
Beth Emily Frank
Catherine Fuchs
Deirdre Ann Fuller

AWARDS

The Jackson Prize for excellence in nursing care of the acutely ill patient is awarded to a member of the graduating class who has demonstrated interest, achievement and professional competence in the care of acutely ill surgical patients.
Merrill Gruver (BS)

The Margaret Elliot Award is given in honor of a former Director of Nursing by her sister, Mrs. William Forbes, and is awarded to the student who most nearly combines professional competence, capacity for leadership and wholehearted compassion for patients.
Susan Hodgson (BS)

The Shafer Award in Nurse Midwifery goes to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for childbearing families, sensitivity to the special needs of childbearing women and provision for family-centered care for all people.
Bonnie Bernstein (MS)

The Margaret F. Sullivan Award for excellence in nurse anesthesia is awarded to an outstanding member of the graduating class who best demonstrates qualities of academic excellence, clinical proficiency and empathy for patients.
Nora Zmuidins (MS)

"CLINICAL SCHOLARSHIP
IS A PROCESS OF PRACTICE, NOT
AN OUTCOME. IT ISN'T
THE NUMBER OF PATIENTS
YOU BATHED, ASSESSED,
TAUGHT, DISCHARGED OR PASSED
MEDICATIONS TO. IT IS
AN ORDERLY, METHODICAL
WAY OF THINKING."



BETTIE JACKSON, ED.D., M.B.A.,
F.A.A.N., MAY 16, 1989.

The Columbia University-Presbyterian Hospital Alumni Award recognizes the contributions of the undergraduate and graduate students who have demonstrated interest, ability and commitment to improving the quality of student-school relationships through active participation in school related activities.
Kathleen McCooe (BS)
Linda Lewin (MS)

The Faculty Award for Excellence is awarded to the undergraduate and graduate students who best exemplify the philosophy of the School of Nursing and the objectives of the baccalaureate and graduate programs, respectively.

Catherine Kassel (BS)

Phyllis Molino Mahon (MS)

The Alpha Zeta Chapter of Sigma Theta Tau, the international honor society for nursing, presents an award for excellence to undergraduate and graduate students who best exemplify the principles of Sigma Theta Tau.

Mia Dyson (BS)

Amy Stamp (MS)

The Faculty Award for Academic Achievement is given to the undergraduate and graduate students who have achieved the highest cumulative grade point average.

Kathleen Keane (BS)

Rebecca Wilson (AMP)

Lisa Ianacci (MS)

STUDENT GOVERNMENT ASSOCIATION OFFICERS FOR 1988-1989

President – Kathleen McCooe

Treasurer – Barbara Tersey

MS Representative – Marybeth Lyons

BS Representative – Rebecca Wilson

The chart in the center of this page is hardly intended as a comprehensive financial report, yet it shows the most formidable challenges to the financial management of the School.

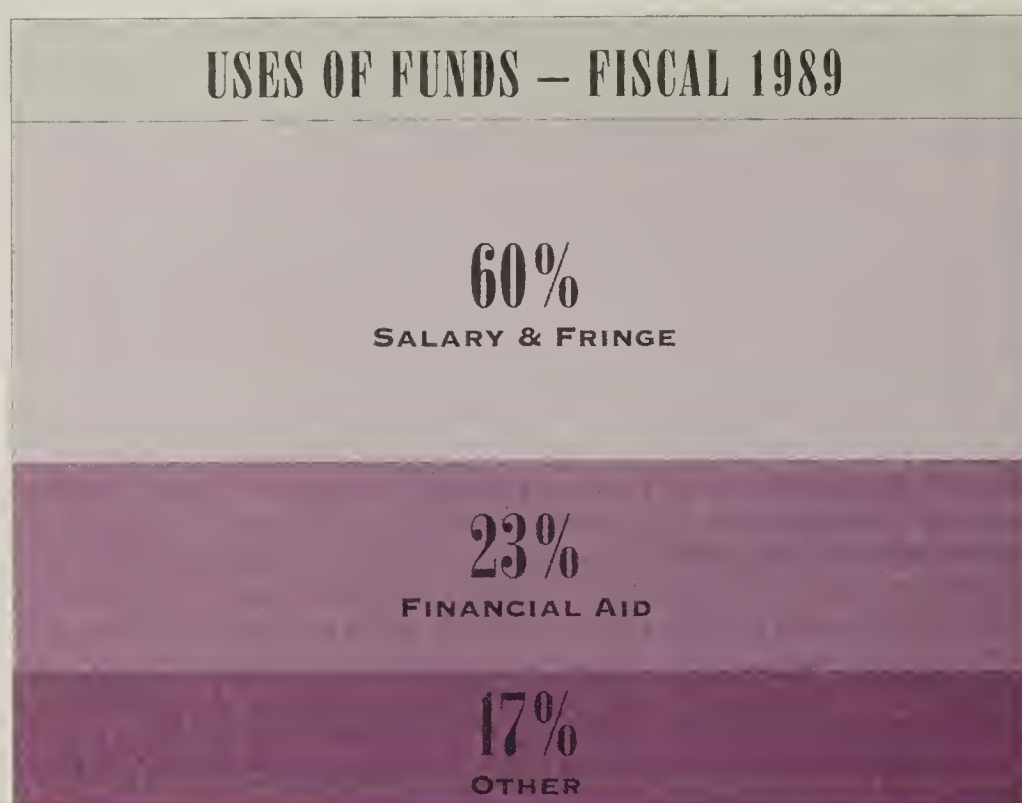
Salaries and benefits clearly monopolize the largest segment of the operating budget for the year, reflecting the high cost of retaining even a small and select faculty in a city such as New York. Over the last several years, changes in the size and make-up of the faculty have made dramatic improvements in the financial picture of the

School. But the financial requirements of the faculty, not only in salaries, but in professional activities, research and information technology befitting a school of our distinction, still represent a heavy financial burden.

As might be expected, financial aid to needy students represents the second largest use of School funds. We are fortunate to have significant resources of scholarship endowment and government aid to help defray these costs, but in order to ensure that our many talented students have access to the excellence of a Columbia education, we must constantly

The School is in excellent fiscal condition after some years of careful scrutiny and reorganization. Yet, to continue to occupy

a position of excellence in nursing education, to recruit, retain and nurture the best professional faculty, to offer competitive student programs and to attract the most superior students, the School must work even harder to solidify its financial base. The groundwork has been laid. In the coming years, our work will be in building the



strive to identify new sources of support for financial aid.

Other expenses, which include the costs of recruiting students, supporting student and faculty activities, administrative and clerical costs, and the general costs of running the day-to-day activities of the School represent the smallest piece of the chart. The School has developed as a lean operating organization, preferring to concentrate scarce resources in its faculty and students.

endowment to provide the future vitality needed to meet the challenges of the changing health care world.

DONORS TO THE
COLUMBIA UNIVERSITY
SCHOOL OF NURSING
JULY 1, 1988 - JUNE 30, 1989

ANNUAL FUND

Alumni and friends of the School demonstrated their support through the 1988-89 Annual Fund at an unprecedented level.

Participation in the Fund more than doubled and total giving amounted to \$64,008, representing a 37% increase over the previous year.

The School is deeply grateful for these gifts, which are reflected in the highly skilled and talented graduates who enter or advance in the nursing profession after earning the Columbia degree.

With continued support, we can carry out our mission of providing superior education to the nursing profession in our nation and throughout the world.

The following lists reflect gifts received between July 1, 1988 and June 30, 1989. Gifts received after June 30, 1989 will be listed in the next report. Please notify the Office of Development and Alumni Affairs of corrections or omissions.

ANNA C. MAXWELL
SOCIETY

Founder's Circle
Gifts of \$1000 and above
The Bristol-Myers Fund, Inc.
Columbia University-
Presbyterian Hospital School
of Nursing Alumni Assoc.
Mrs. Mary Dull, '48
Mrs. Dorothy L. Ferguson, '28
Mrs. Marilyn Hamel, '51
Ms. Karen A. Kennedy, '86
Mrs. Agnes P. Merritt, '37
Miss Helen F. Pettit, '36
Mrs. Elize P. Wright, '53

Patrons
Gifts of \$500 to \$999
Mrs. Lillian D. Amyot, '35
Mrs. Jean G. Burks, '70
Mrs. Mary Ann Kelly Collini, '64
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